



## QUALITY MANAGEMENT IN EDUCATION: SYSTEMATIC, INSTITUTIONAL AND COMPETENCY-BASED APPROACHES

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### Annotation

This thesis provides a scholarly analysis of systemic, institutional, and competency-based models of educational quality management. It examines international standards, mechanisms of internal and external quality assurance, and their impact on educational outcomes.

**Keywords:** educational quality, quality management, internal and external assessment, education policy, institutional governance, competence.

### Annotatsiya

Ushbu tezisda ta'lim sifatini boshqarishning tizimli, institutsional va kompetensiyaga asoslangan modellari ilmiy jihatdan tahlil qilinadi. Unda xalqaro standartlar, ichki va tashqi sifatni ta'minlash mexanizmlari hamda ularning ta'lim natijalariga ta'siri o'rganiladi.

**Kalit so'zlar:** ta'lim sifati, ichki va tashqi baholash, boshqaruv sifati, kompetensiya

### Аннотация

В данном тезисе с научной точки зрения анализируются системная, институциональная и компетентностно-ориентированная модели управления качеством образования. Рассматриваются международные стандарты,



механизмы внутреннего и внешнего обеспечения качества, а также их влияние на образовательные результаты.

**Ключевые слова:** качество образования, менеджмент качества, внутреннее и внешнее оценивание, образовательная политика, институциональное управление, компетенция.

In the context of globalization and digital transformation, the education system has become a strategic resource for socio-economic development. Modern society is knowledge-based, and its sustainable progress directly depends on the quality of education. Therefore, in managing educational institutions, greater emphasis is placed on quality rather than quantity. Educational quality is determined not only by students' academic achievement, but also by the effectiveness of the entire educational ecosystem.

### **The Multidimensional Nature of Educational Quality**

Educational quality is a multi-component and dynamic concept that includes the following dimensions:

- **Academic quality** – the alignment of students' knowledge, skills, and competencies with established standards;
- **Pedagogical quality** – the effectiveness of teaching methods, didactic tools, and assessment systems;
- **Organizational quality** – governance, infrastructure, and resource management;
- **Social quality** – the relevance of education to the needs of society.

Therefore, quality management is not merely control, but a strategy for development.



## Theoretical Foundations of Quality Management

Quality management in education is based on the following scientific approaches:

### a) Systemic Approach

An educational institution is viewed as a system consisting of interconnected elements. If any component—such as the teacher, curriculum, or assessment system—functions poorly, the overall quality declines.

### b) Outcome-Based Approach

Modern education focuses not on the transmission of knowledge but on **learning outcomes**. The management system plans, measures, and continuously improves these outcomes.

### c) PDCA Model (Plan–Do–Check–Act)

Quality management is organized as a continuous cycle:  
**planning → implementation → evaluation → improvement.**

## Internal and External Quality Assurance Mechanisms

### Internal Quality Assurance (IQA):

- continuous analysis of curricula;
- collecting feedback from students and teachers;
- academic monitoring;
- internal audits.

### External Quality Assurance (EQA):

- state accreditation;



- independent assessment;
- international rankings;
- international expert reviews.

These two mechanisms complement each other and ensure the objectivity of educational quality.

### **International Standards and Institutional Governance**

International frameworks such as **ISO 21001**, **ESG (European Standards and Guidelines)**, and **UNESCO recommendations** promote the development of a quality culture in educational institutions. These standards require:

- consideration of stakeholders' needs (students, employers, society);
- transparency;
- evidence-based decision-making.

Today, quality management in education should be viewed not merely as an administrative control or evaluation mechanism, but as a strategic model for the development of the education system. In modern educational contexts, quality is not a fixed state but a complex system that is continuously renewed and adapted to changes in the external environment. Therefore, quality management must be based on continuous reflection, analysis, and improvement. For a quality management system to be effective, it must integrate all levels of education—curricula, pedagogical approaches, assessment systems, teacher qualifications, management culture, and infrastructure—into a single strategic framework. If one of these elements functions weakly, the overall quality of education declines. Thus, quality management must be systemic and integrative rather than fragmented.

International experience shows that high-quality education is achieved not only through standards and accreditation but through a **culture of quality**. A quality



culture implies that teachers, administrators, and students share responsibility for learning outcomes, continuously evaluate their performance, and strive for improvement. In this sense, quality management should rely more on internal motivation and institutional maturity than on external pressure. In conclusion, educational quality management is a decisive factor in ensuring the sustainability, competitiveness, and innovative potential of modern education systems. When effectively implemented, it enables educational institutions to prepare graduates who can meet not only current demands but also the future needs of society.

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Practical guidance for school leaders on quality management, organizational culture, resistance to change, and strategic planning